

THE
Connecticut Common School Journal
AND
ANNALS OF EDUCATION.

LUCIAN BURLEIGH, EDITOR OF THIS NO.

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CULTIVATED PERCEPTIONS.

DISTINCTNESS of perception is the first requisite in learning anything. What one sees imperfectly he knows imperfectly, and soon loses. The mental photograph which takes a clear image by an instantaneous process, and retains it as tenaciously as if it had been burned in by the lightning, is a rare gift and seemingly more allied to genius than to mere talent. Yet the power of observation can be cultivated to an almost incredible extent. By the simple force of habit we grow dull or keen, as we are accustomed to see things distinctly or vaguely. One but half awake to the objects and operations around him, will pass through the streets of a crowded city, along the encumbered quays, and where artist and artisan display their elaborate productions, bringing away with him only a head-ache, composed of the veriest jumble of noises and sights, uncertain faces, wheels, hammers, dust, red and yellow angels, and endless confusion of calicoes, steamboats, news boys, crowded walks, clatter and hubbub, like a moving diorama of Bedlam,—from which he will scarcely be able to unravel a single clearly cut thread of perception, or rescue one distinct figure in its well defined individuality.

Let him learn, with whatever rapidity it may be, to sweep round a thing in its entirety, with his vision, and seizing the many parts of a unit or the multiplicity of objects in one field of vision with that quick succession which might seem a simultaneous grasp, let him try

at the first free moment, to recall as many as he can of the images so snatched, and he will gradually find results that will astonish himself. If, then, by being familiar to what belongs to an object in its integrity, he habituates himself to complete, from a glimpse at a single part, the perfect picture of the whole, it will facilitate the rapid comprehension of a multitude of things, and any want of entireness in the visible portion of an object, would be the first to impress itself on him. Thus would the exceptional become as vividly and rapidly appreciated as the normal, and the trained eye catch more in a flying glance than dull perceptions would take in by a long survey.

M. Robert Houdin, the celebrated French conjurer, while cultivating that rapidity and comprehensiveness of glance so essential in his vocation, among other experiments, walked by a toy-shop, casting a furtive glance at the multitude of objects displayed in the windows, and was enabled, at the next street corner to set down the names of thirty distinct articles. His son who accompanied him could often reach the number of forty, and give them with such perfection of detail, as to excite the doubts of his father, who actually went back and verified the accuracy of the young conjurer's sharp sightedness.

Two ladies passing each other in their carriages, driven at full speed, will dive deep enough into the mysteries of the toilette to give a comprehensive catalogue of every article which chance, or intention has made even minutely visible, and not omit the texture of the fabrics, probable cost, and perhaps the very street of their purchase. This is simply because the mind is interested, the general facts are familiar, and the eye, by practice, has become quick and accurate in detecting the particular features of each new object,—an endowment of mind very far from contemptible.

The same causes which quicken the perceptive powers strengthen the retentive. The distinct hold which the eye has on the object, or the mind on the idea, is as essential to take as to retain it.

Many people complain of the imperfection of their memories, when, really, the fault is in the vagueness of their perceptions. What they have only half seen they can of course but half recall, and as there were no separate members in the image, there can be no outlines in the idea to re-member it by. The shapeless fog which blurs the crystal lens of the eye cannot acquire shape on the camera screen of the retina, or give to the mind's daguerrean skill anything but a foggy picture. Get your facts into focus, and separate your images by their lines of individuality, before you charge the delicate plates of memory with their pictures. It is only where facts are imperfectly

grasped that they are difficult to carry. Tumbled into the receptacle of the mind with no sequence, no assimilation, no combination but that of accidental contact, they slip out and mar no symmetry, are lost in the mass and go to perfect no system.

The strongest shoulders cannot carry loose sand. The most capacious mind will let out the mere disintegrations of facts. We are not bewildered by the multitude of ideas and images, but by their dimness and incoherence. To the eye and mind of the expert, things, however fragmentary, fall into their places, each part to its fellow, and suggest from every angle of vision, and every portion of the object its complete and well-defined whole.

By cultivation the invisible becomes visible, and the atom, which measures less than the hundredth of an inch, is recognized as an organic form, after the microscope has taught us what to expect in the premises. The untaught quarryman may look, indeed, with a momentary curiosity at something which strikes him as "queer" in the structure of a sand-stone slab, but the naturalist, with educated eye, detects at once the pre-adamic reptile or the lithographed footprint of some gigantic bird.

A landsman, caught at sea, discerns, it may be, some faint fog-bank in the distance, but nothing clearer, when the sailor will be able to read him off the very cut of a fellow voyager's jib, or the exact location of "Marm Hacket's garden" on the distant headland. The game sportsman catches, in an instant, the three essential points in a line which ends with duck or plover, and so brings down his quarry, which must be very condescending to pay the compliment of falling at the shot of the unaccustomed tyro, who needs an hour's deliberate survey to detect the difference between a hawk and a heronshaw, or as ears afflicted with the same obtuseness have it, a "hawk and a hand saw."

Nature has no doubt made distinctions in the degrees of acuteness pertaining to different persons, but to the keenest, cultivation lends facility, and to the duller it gives readiness of perception with additional tenacity of retention.

The hold of the eye upon objects is not unlike that of the fingers, it must get well around them, making a clear angle with each visible facet, the more surely not to slip off. As we have already said, in effect, one must get his idea, or fact, before he can carry it. "First catch your hare." But having it with a positive hold on all sides, there is no difficulty in disposing of it. It takes its place by that

rapid assimilation which is the consequent of a comprehensive glance, and a cultivated perception.

So far is the brain from being burdened, by its well-ordered requisitions, there is really more facility in obtaining, more certainty in preserving, and more capacity for classifying facts and thoughts for every addition to our stock of accurate knowledge. It is confusion of image that burdens the memory. It is clearness of comprehension which quickens and strengthens it. Herein is the only royal road to knowledge, the only secret of the magic wonders wrought by wizard and philosopher, and the true "open sesame" to the golden palace of delight which crowns the hill of Science.

PRACTICAL EDUCATION.

HAD men no wants but those of the intellect, no demand on the activities of mind and body but for the gratification of the mind alone, education would be a prime necessity, no less than now; and labor an indispensable assistant in the pursuit of happiness.

Then, nothing which gave motion to the mind, in the exercise of any of its faculties, could come amiss; and the more various the incentives, the better the result; for when the sole end of action is action itself, or the qualification which results from the mere play of the machinery, it matters little what the kind is, while we are secure of the amount.

The same were true of physical activity, if there were no physical wants beyond those which find their answer in the physical motion itself. Men who are too rich to need work for subsistence, and are too proud or too lazy to choose it, are compelled to invent laborious play, and pursue it with painful pertinacity, that they may preserve some little zest to their repose, and enough physical vigor to give edge to their sensuous appetites. Fortunately, since human ingenuity is not always abreast with these subtler internal requirements, Nature has hedged us round with necessities of her own, and made a happy marriage between Want and Activity, which if we duly respect it will leave no need of our assiduous match-making, and less danger of those painful *misalliances* which follow our efforts to evade the law of life. Activity we must have, in body and mind, discipline we must have in both, but neither activity nor discipline are *ends*, they are at least but means to an end, and very wisely is it ordered that

we have withal a purpose for our activity, and some definite use in our discipline. No man is left to the laborious do-nothing of dumbbells and quoits, to whom step-mother Poverty has kindly given wood to saw, and a weedy cornfield for his love of order to grow in. He can readily dispense with much aimless climbing and running to no good, who has his acres to plough, his cattle to drive afield, or his bread to dig from the rough face of a pine board with saw and jack-plane.

One would not be disposed to insist on very laborious amusements, or a painful course of superfluous discipline over and beyond the necessary wear and tear of the legitimate life-work, for him whose daily exercises were of necessity as wearing as health and strength could afford. Yet when the question concerns the labors of the brain, we have men high in our schools, eminently learned, scientific, classical, and of that repute which lends authority to opinion, who insist on a rigid course of comparatively useless study for the mere discipline it gives the mind; urging it the more strenuously for just those who are most absolutely compelled to forego such attainments. In precise proportion to his compulsory attention to the studies which concern his vital interest, our rigid classicist would enforce his attention to the analysis of dead languages and the intricate theories of abstruser sciences, with whose results alone he has scarcely time to become familiar.

Very well it might be, had we a "case of lives" capable of simultaneous use, to carry on a thorough course for each, and become the masters of every man's specialty. But for him who is to get necessary bread by axe and hoe, or the ringing hammer, to spend three years of his prime in acquiring the mysteries of fortification and gunnery, and two or three more in mastering the intricacies of the key-bugle practice, would scarcely be accounted wise, even by a rigid classicist. No wiser is it for the young man whose whole life business will exclude him from the pursuit of practical attainments, to spend four years in the imperfect mastery of Greek and Latin and the higher mathematics, when his very subsistence in this world depends on a more thorough knowledge of the arts and sciences involved in his daily labors. First of all knowledge must that be, which tends to direct assistance of man in his struggle for life; and where the latter waxes hot, and one after another of desirable attainments must be dispensed with, that alone must be retained which is of practical utility.

We repeat, if he had time for all, nothing would be lost which the

mind of man could grasp. But while the studies of many years could not exhaust the subjects which have direct application to his business, and while, further, every term given to matters absolutely foreign to all his future career, is taken from the very discipline which should give pith and endurance to his efficiency, he makes a capital mistake who devotes himself to those studies which, with him, must ever remain mere accomplishments, and which must soon fade out by disuse, at that.

That he who has time to spare for accomplishment—and few are they who have none—should give it to such pursuits were not only wise but a most notable wisdom, and the source of wisdom. The theater, concert, ball, rout, and wine-supper, could be very profitably exchanged for discursive lessons in language, natural history and general information. And if among the amusements which a young man can afford, is to be reckoned the reading of “yellow covered” novels or black covered, or even “blue and gold” romances, and still worse, those blood and thunder papers, straddled over by shaggy bandits and piratical cut-throats, we can assure him that the tracing of Saxon word-roots, or Greek and Latin derivatives is better *amusement*, to say nothing of the profit, gives more pleasure, and without the inevitable fever and final disgust attendant on them; and further, that all the corn to be obtained from all the Cobbs in the field of light literature, can not equal the gratification to be derived from an hour's manipulation of the microscope with some Ehrenberg, Owen, or Agassiz for a guide

What we protest against is not the acquirement, by the many, of all the actual knowledge which can interest the mind, so far as it can be done without prejudice to practical interest, but only against the substitution of the elegant for the necessary, the theoretical for the practical, accomplishments for the true staff of accomplishment, in our preparation for the duties of a laborious life.

The great courses for the great masses should be directly useful, ample indeed, but dealing more in results than processes, in applicable rules than general theories; and in being so, they may still be sufficiently various for every form of mental discipline, broad enough for the culture of every mental faculty, and exhaustive enough of time and energy to leave no room for extensive acquirements in the less useful but very honorable field of gerund grinding and chop-logic.

THE RETENTIVE POWER OF THE MIND.

THE power of the human memory is little short of miraculous, when we consider, in the aggregate, the infinity of things it can be made to retain. Everybody would shrink from the task set before him if he were to see in one great sum the things which he finds easily enough learned in detail. We think it much for a pupil in some foreign language to learn, in three or four years, to translate into it his own thoughts, after they have taken form in his own tongue. But the boy of five, who came to us without a language, very readily *thinks* in English, and speaks his thoughts with fluency, though English must be as foreign to him as French or German, either of which, by a change of place, he would have acquired just as promptly. A constant accumulation of little by little makes a sum that at length seems incredible. An average intelligence among the unreading peasantry of the old world uses not to exceed two hundred words, and makes very glib conversation with this scant vocabulary. But with a good English education his two hundred words may become two hundred thousand, and he would not feel any sense of fullness, any pressure on the brain for all the dry vocables stowed away there. With increased facility he can go on accumulating words from all the Babel tongues,—growing in capacity with every addition to the sum of his acquirements,—till he may actually carry a vocabulary of a million words and find no greater sense of plethora than when his little store seemed sufficient, with its two hundred words.

The physical sciences present to the eye and mind millions of new objects, endless combinations, an infinity of minute resemblances, and differences, by which they are to be grasped in their individuality; and yet the scientific man, will hold them all without a feeling of weight, though he might, at first, be overwhelmed at the mere contemplation of their multitude.

And who, think you, would soonest master a budget of new facts, with a thousand new images, dependencies and relations, the man of many facts, or the man whose brain is free from such burdens? The unanimous voice of the world would verify our declaration, that the more the mind has already in store, the more and easier it can take in the new abundance.

There is no danger of overtasking the memory when education proceeds upon right principles, and the expansion of the mind goes

on by natural growth. Stuffing is fatal to brain as to stomach. There must be actual assimilation before accumulation gives wealth. Repetition makes familiar what at first sight was foreign and strange to us. But just then, while it is novel, a thing produces the strongest impression upon the mind, and then most of all our view of it should, if possible, be accurate and clear. Uncertain images confuse and weary us, and a multitude of objects finely discriminated, are more easily retained in the memory than a few vague and misty outlines.

To one accustomed to see with precision, repetition is scarcely needed to *correct* an impression, but is useful only to complete it. The boy of two years growth learns language not by holding at once all that is said to him, but by a distinct notion of the leading word, the subject matter of discourse, while repetition fills up the void and enlarges the knowledge. In studying a new science we succeed best as the child does in taking one fact, one phase at a time, and by the constant recurrence of the principle in new facts and features, become familiar with it as a law and guide for future explorations. Brains were never yet strained by the amount of learning, but by the jumbling of things half learned.

LITTLE, OR NONE?

"A little learning is a dangerous thing,
Drink deep, or taste not the Pierean spring."

AGAINST this fallacy of Pope we would set the wiser sentiment, "A half loaf is better than no bread." Though he evidently intended his epigrammatic blunder as an encouragement to *much* learning, it certainly would prove more effective in discouraging smaller acquisitions. Those who know *something*, have less need of urging than those who are quite ignorant. It is not in the power of all to "drink deep," but it is the duty of all who can "to taste" the Pierean spring. If one refuses a little because it is little, he will never become a "deep" imbibor of that, or any other spring. Men do not swallow even their favorite liquors by the hogshead at a time; and Pope himself had to begin with his A B C, before he could polish his elegant errors to that nicety which does so much to perpetuate them.

It is not a *little learning*, but a great deal of ignorance which is dangerous. You might as well say,

A little daylight is a dangerous thing.

Sit still till noon and suck your little *fing-*

er, for fear of too much twilight confidence. It is owing to the dark and not to the light that you run your head against the well-sweep, provided of course you are *only* a water-drinker. It is the want of learning, not its possession, that makes the half educated man unsafe. The entire ignoramus is much more dangerous; and when you find a man is capable and yet thoroughly uneducated, you have the best tool for the worst work.

A little learning is a blessed thing,

Taste as you can of the Pierean spring,

Its shallow draughts invigorate the brain,

And drinking largely is a nobler gain.

OF REGULARITY IN STUDIES.

A VAGRANT habit of mind is as fatal to any sort of mental success, as perpetual transplantation would be to the growth of a tree. We want time, constancy, persistent application of forces and exposure to long-continued influences, to give vigor to any tendency, to confirm a character in any direction, and let the mind, as we may say, get rooted in any definite form of culture.

Punctuality is the soul of business, says the proverb; it is the soul and body of study. Ideas that lie around loose can no more be gathered up than milk spilt upon the ground. Purposes held slackly are poor horses, that will never come to the depot of Progress till the cars are out of sight. Reign them in firmly, and snap the whip of resolution, and they will put you to the spot before the first bell. When the mind is most impressible in youth, and learns easiest, it can least bear a divided attention; for the distracting impressions are struck deeper in the plastic mind by simple contact than a strong will could imprint them in after years.

If a boy is apt to learn, a truant habit will supply him with more lessons than school can obliterate; and his very facility without a rein and guide, will lead him further from the right goal than a duller lad would go with the same habit. But the slow mind can not afford it. When lessons come by drudgery, a firm constancy of application, regularity and conformity to rules are necessary to any respectable degree of success, and meanwhile render success a much easier matter as the habit becomes confirmed.

One good lesson in the school-house under well instructed teachers,

and a whole week's schooling on the duck-pond, in the woods, or along the wharves of a commercial city, with the noted mis-teachers, Tom, Dick and Harry, for tutors, will never make a good scholar, and still less, if less were possible, a good man.

It is much easier to raise corn and pigs, hens and cucumbers, flowers and turkeys in separate inclosures; but it would be a more hopeful experiment to rear them all together in one crowded pen, than to cultivate the delicate blooms and life-nurturing fruits of right learning in the short trills of an intermittent rowdyism, or even the uncertain intervals of long-continued labor, and the equally distracting fits of persistent laziness.

It is not that study demands such uninterrupted length of time, but that its hours be regular, habitual, and so fixed, that the mind involuntarily recurs to its theories when the hour comes. Under a system of strict punctuality and promptness, the time for study might be reduced to four hours in a day, and perhaps with better results than a longer term could show; but make the intervals of study three times as long and multiply the school-hours in strict proportion, you have by no means kept up the just equation in the net results.

By regularity of application the mind is better prepared to study; the thought which an unfixed habit would dissipate, are brought promptly to their task, and the recurring intervals of rest are but just enough to leave the full spring and vigor of the mind to bear upon its work. A longer devotion to study might unscrew the elastic mental *vim*, while a prolonged and irregular absence would turn aside that rebounding vigor to pursuits quite alien to the requirements of learning. But the harm of truancy does not end with the truant; the deranging tendencies of irregular habits are not confined to the absentee. In every school where the numbers admit of classification, division into classes is no less a necessity than a stroke of true policy. But a constant trick of vagrancy, in one or more of the pupils, disturbs the whole order of the school, and every truant does a direct wrong to the class which has the misfortune to include him in its list. By falling behind his fellows, he virtually adds another class to the school, and doubles the labor of his teacher, to reach very imperfect results at last.

When sickness, and unavoidable duties are the foundation of the difficulty, we can only deplore it as a misfortune, but when truancy, or the carelessness of parents is the cause of absence, it should be treated as a *vice*, not pitied as a misfortune.

Our greatest minds have testified to the frequent necessity and con-

stant usefulness of habitual punctuality to hours of mental labor, by voluntarily submitting themselves to a system of fixed hours for study, reading, conversation, work and relaxation; and whatever one may think of the rigidity of such self-inflicted discipline, no one can deny that it is productive of the greatest results of which a given time is capable.

Routine is easy; but to one who scorns it, the untrodden way is ever liable to insuperable difficulties. Where the road is to mill or market, better keep in the beaten track; for common means are by far the surest way to arrive at common uses. It is time enough to be erratic when the demands of our original genius transcend the capacities of established methods.

THE OLD BRICK SCHOOL-HOUSE.

BY S. D. H.

THE Old Brick School-House on the green,

With pyramid roof and windows high,

And sentinel poplars, tall and lean,

That seemed to my fancy and boyish eye,

Standing up stiffly and brushing the sky,

As a "trainer's" plume is seen,—

I find them still as I saunter by,

Though house and trees, and the green itself,

Have gone at the touch of time, the elf,

Who leaves for old things, laid on the shelf,

Only new ones, and a sigh!

How the bolt up benches were hacked and hewn

By the Yankee jackknife's hungry edge,

Into "scarp transverse and demilune,"

What sculptured names on the window ledge,

And beetle-head profiles with nose for a wedge

Just splitting a carved moon!

And how the dear dumpies with legs too short,

Hung on the fore-form's perilous perch,

With nothing to touch on the back—but the birch—

And nothing below to recover a lurch

But the far floor futilely sought!

There were gaps in the wall and a crack round the door

Where the wind would come and whistle in school,

And gaps in the all-eolian floor,

Which served, as the head broiled more and more,

The Old Brick School-House.

To keep us the dear feet cool !
 And the wood *would* fail in stormy days,
 So only the boistrous boys could stay,
 With logs and laths in a roaring blaze,
 To warm the house we would nearly raze—
 In the other sense, with our tearing plays,
 Through the howling gale-(y) day.

The fireplace, which had long subdued
 The ardor of fuel to latent heat,
 For the stubborn rebel, hot and rude,
 Proved most for a cooling dungeon meet ;
 While the huge stove pipe—an iron street,
 Or Menai bridge—pursued
 By the haunting notion a fall would *soot*
 The boys below, as a striking joke,
 Would slip its joints like a crab and do't,
 And scorch the fingers put rashly to it,
 While fire and the boys rush out with a hoot,
 And the whole thing ended in smoke.

There were noble boys and fairy girls,—
 I see them now through the haze of years
 As though that smoke's voluminous curls,—
 My eyes repeating the same old tears ;
 Though moving far in their sundered spheres
 Their chequered web unfurls.
 Some plant new States in the stately West,
 Some plant potatoes and onions here,
 Some rock their little ones on the breast,—
 And some, if less happy perchance as blest,
 Over the bed of a darling's rest
 Are dropping a mother's tear !

We've a new Brick School-House stiff and tall,
 The front three-legged with columns white,
 And elbowed into the dust by a wall,
 While squash and cabbage usurp the site
 Of the former, as if there by 'right—
 The old heads done in small !
 But sooth, if I were a boy as then,
 I would long to see the cold hut back,
 My heart would sigh for each dear old crack,
 And my jackknife burn for a place to hack,
 Though for hacking it burned again !

Resident Editor's Department.

TENTH ANNIVERSARY OF THE CONNECTICUT STATE NORMAL SCHOOL.

DURING the first week of October, the anniversary exercises of the tenth graduating class of the State Normal school, took place at New Britain. The weather was unusually pleasant, and the various performances were highly creditable to the members of the class, and satisfactory to the large audience assembled to witness them.

On Sunday evening, October 2d, the customary sermon to the graduating class was preached by the Rev. Mr. Boole, in the Methodist church. His text was Colossians 2 : 3 : "In whom are hid all the treasures of wisdom and knowledge." It was an earnest exhortation to seek true wisdom, and was listened to by a crowded audience.

On Monday evening the Hon. DAVID N. CAMP delivered the annual address to the graduating class, in the South Church. He gave an interesting history of Normal Schools and a detailed account of that in our own State, from its organization to the present time. The address was listened to with marked attention and interest.

Monday and Tuesday were devoted to an examination of the school, and the results were said to be satisfactory to the Trustees and others present.

On Tuesday evening the annual address and poem before the Literary Societies were given,—the former by J. P. Thompson, D. D., of New York, and the latter by Wm. L. Humason, Esq., of New Britain. These were both able productions and listened to with much interest by a very large audience in the Center Church. It would have been an improvement, or rather, a pleasant addition, if some music had formed a part of the evening programme. When an evening is devoted to two exercises, so different in their nature and style, it is always well to have a little music *in transitu* from one to the other.

On Wednesday the usual address before the Alumni was given in the South Church. The audience was not so large as it should have been, but those who attended were well pleased in listening to an address of more than common ability and finish.

On Wednesday afternoon the exercises of the graduating class, in the Center Church, were as follows :

I. Introductory Prayer.

II. ODE ON EDUCATION.

WORDS BY MRS. LOUISA J. R. CHAPMAN. MUSIC BY JAMES G. BARNETT.

CHORUS.

Through the vast universe,
 Above, below,
 All was veiled in darkness.
 Nature's countless glories lie
 Hush'd and mute,
 Beneath its heavy pall.
 God look'd upon his work,—
 'Twas well!
 He spoke,—the gloom was rent; and
 Light flooded all the earth—
 The heavens with all its myriads of
 stars,
 Sang praises, and hailed him in
 Majesty and glory,
 So learning dawn, with wondrous
 might,
 It rent the clouds of darkest night,
 That veiled the human mind.

SOLO.

Revealed the wondrous gifts,
 Which Heaven in bounteous love to
 man had given,
 Long hidden and confined.

CHORUS.

Hail mighty power!
 Thy sway we rev'rence and adore.

The myst'ries that had long unfurled,
 Their mighty pinions o'er the world,
 Unveiled in glory lay.

SOLO.

Proud genius in its heavy bondage
 broke,
 In crowning majesty.

CHORUS.

Hail mighty power,
 Thy sway we rev'rence and adore.

SOLO.

All holy boon that turned the soul
 To move by God's most high control,
 Praises we sing to thee,
 Thy glorious light undim'd shall shine
 In every nation, every clime,
 Throughout eternity.

CHORUS.

Hail mighty power,
 Thy sway we rev'rence and adore.

III. The mental Discipline required in this Country.

THOMAS E. BARRETT, *New Haven.*

IV. Examples of Literary men of Humble Birth.

LOUISE M. EDDY, *Newark, N. J.*

V. The Sunny Side of Teaching,

CORNELIA B. BEERS, *New Britain.*

VI. Charles I. and Louis XIV. : on Trial and at the Block.

ANN E. HOLCOMB, *Granby.*

VII.

SONG. AULD LANG SYNE.

VIII. The Claims of Physical Science.

CALVIN C. FOSTER, *Hampton.*

IX. Franké.

KEZIA A. PECK, *Bristol.*

X. The Character revealed in the Conduct.

MARY H. CLEMENTS, *New Britain.*

XI. De Quincey.

ANNA M. CAMPBELL, *Norwalk.*

XII.

VESPER HYMN.

XIII. The Duties of American Citizenship.

ABNER B. HOLLEY, *Stamford.*

XIV. Poetry and Music in the School Room.

ELIZABETH BALDWIN, *New Haven.*

- XV. The Study of Character. ELECTA M. HERRICK, *Middletown.*
 XVI. Thought the Element of Power, with the Valedictory. DWIGHT ELY, *Cromwell.*
 XVII. FAREWELL SONG.
 XVIII. Presentation of Diplomas.
 XIX. PARTING HYMN.

WRITTEN BY ELIZABETH BALDWIN.

No lingering shadows dim shall hang Into the world, with earnest souls,
 Around our hearts to-night; Gleaners, like Ruth, we go;
 Reflections from the by-gone days Placing our faith and trust in God
 Shall make our "farewell" bright. While working on below.

Though now the world is calling us, Sweet Memory oft to us will come,
 And duty bids us part, On wings of love will fly,
 The devious paths of life we'll tread And bring the volume sealed with this
 Together still, in heart. Our fervent fond "Good By."

XX. Remarks by Trustees and others.

XXI. Benediction.

We regret that we were unable to be present at these exercises. They are spoken of in terms of strong commendation by those who were present, and the whole occasion was one full of interest and satisfaction. The music was by the Philharmonic Society, under the direction of Mr. Huntington, and was pronounced "excellent" by all who listened to it.

The graduating class is one of much promise, and we wish the several members the highest success and happiness as they engage in the work before them. The following are the names of the

GRADUATES.

Ladies.—Elizabeth Baldwin, New Haven; Cornelia B. Beers, New Britain; Anna M. Campbell, Norwalk; Mary H. Clements, New Britain; Louise M. Eddy, Newark, N. J.; Electa M. Herrick, Middletown; Ann Eliza Holcomb, Granby; Charlotte E. Jones, Deep River; Kezia A. Peck, Bristol; Amanda M. Root, Norwalk; M. Virginia Smith, Ansonia.

Gentlemen.—Thomas E. Barrett, New Haven; Dwight Ely, Cromwell; Calvin C. Foster, Hampton; Abner B. Holley, Stamford; John S. Linsley, Jr., Northford; R. Henry Stone, Guilford.

For the Common School Journal.

OLD SQUIRE S——'S DOCTRINE, OR A SHORT SERMON ON
A POOR TEXT.

"I DON'T expect that John will understand anything about Algebra this winter, and I don't want him to," said old Squire S—— to the teacher, Miss W——. "Just make him learn the words of the book, and that's all."

I started. Such words sound strangely to the ear, but on thinking them over I came to the conclusion that, after all, the old-fashioned Squire had but expressed in words what a multitude, teachers as well as parents, *appear* to believe.

"*I don't expect they will understand!*" Many a parent acts out this sentiment, when, stimulated by an undue desire to have his children termed "geniuses," he crowds their minds forward into subjects which they cannot comprehend, and then vainly boasts of what they have "been over." Many a teacher, too, exhibits his belief in this doctrine, when he urges forward his class through a half-dozen 'ologies and 'ometries, at a two-forty pace. No wonder that a child of eight cannot understand the deep reasonings of a man of forty. No wonder that a pupil, burdened with a half dozen or more different studies, each requiring much time and thought, cannot comprehend them all.

"*I don't wish them to!*" say some parents and teachers, not bluntly like the Squire, it is true, but by their actions—those tell-tales of men's inner lives—which "speak louder than words." They show it by their utter disregard of all efforts to make the child understand the nature of a subject; by their encouragement of a gliding smoothly over the surface of a thing, without trying to delve into its hidden depths; and by the repression of those useful queries with which the mind naturally greets a hitherto unknown subject. It is not strange, when we think of this, that so many pupils soon lose all desire to grapple with stern thoughts and hidden meanings, intent only on rushing at a headlong pace over this, that and the other, and caring for nothing except to boast of having "studied" a long list of high-sounding branches.

"*Just make them learn the words of the book!*" How many there are who believe that the memorizing of long passages from text-books is the acme of human attainments, the only straight and narrow way to the temple of learning. But this is a false notion. Not that there is any serious objection to the "words of the book," provided they

are thoroughly understood ; although if a pupil is taught to give the ideas in his own words, it will aid him greatly in learning to express his own thoughts with facility. The chief danger lies in learning words without ideas,—in talking without thinking.

A word-school is vastly different from a thought-school. To listen to the senseless rattle of a recitation in the former, is at first amusing, afterwards the essence of dullness ; but in the latter the animated countenances, beaming eyes and expressive tones, awaken such an interest as is not soon forgotten. Word-learning, merely, is of very little use. One might learn to repeat a volume by rote, and yet hardly know whether it treated of metaphysics or of the renowned "man in the moon."

Somebody in speaking of this tendency to superficiality, has very graphically remarked that, for all practical purposes, it would often be as well for a pupil to place his Grammar on the floor and jump over it, as to "go over" it in such a slipshod way as is sometimes done in schools. And most certainly it would ; for the child's mind would not then be burdened with meaningless words, nor the gates to future improvement so closely shut. It is certainly a most grievous mistake, thus to substitute words for thoughts.

Let us see to it, then, fellow-teachers, that we make our pupils earnest and thorough *scholars*,—not mere word-machines, but powerful, thought-engines, well finished and symmetrical, capable of wielding such an influence in coming years as will tell largely for the good of their brother teachers in life's broad area. In every school-room of our land, let this question be written in bold characters,—
"UNDERSTANDEST THOU?"

S. J. W.

WESTFORD, CONN., Sept. 21, 1859.

LIBERAL EDUCATION.

THERE are many who sink the man in the teacher. This is equally true with those in other professions. The tendency is to mould the man to the business. To take a familiar example, a lawyer is often a man in whom all breadth of thought, all power of generalization, are dwarfed into a quick perception of particulars, of quibbles, and technicalities and a narrow, labored reasoning. Equally are sympathies affected and all genial enthusiasm cooled, and even to the popular mind he is a man of red tape, dry and ungenial as the

documents he handles. And this is the case in that profession which Edmund Burke declares, more than any other, to enlarge and cultivate the mind. Men walk the streets and meet us everywhere, who wear the trade-mark, the traces of the harness in which they daily labor. Too easily we conjecture a man's business from his manners and appearance. Men are generally unconscious of this. Man is so plastic that he yields to these influences even beyond his knowledge. Men would not deliberately allow themselves to be thus dwarfed; they would rather try to escape it. But with most the pursuit of some business is not optional, but a necessity. The hard pressure of circumstances keeps them steadily under its influence, and amid the anxieties and cares of life and its ambitious strugglings, we, even though forewarned, yield to it. Some never know the extent of this influence; many only when too late to even return to the normal state of man, fully and symmetrically developed. We hear a business man often deploring that he has no taste for literature, for art, or any thing but business, complaining that all these are no sources of pleasure to him. Now all should be warned against this. A profession, an occupation, is not an end, but a means. The development of all his powers and faculties is the true end, not only because it is the object for which we came into this world, but because in proportion to it is the number of our pleasures and the fullness of our happiness. One should remember above all that he is a man. He should be a man behind his business, in it and above it; carrying into it all the better parts of his nature, putting into it his power and his heart, yet never, we repeat, making a means an end.

This brings us to the subject we would more particularly discuss. Parents are accustomed to educate with a view to the occupation to be followed by the child. Those who continue our studies under our own direction are accustomed to shape them according to our future business. This is wise and of course somewhat necessary. But there is a fatal tendency to narrowness in education. Only such branches as will be brought to bear directly on their future pursuit are included in the scheme of studies. Now against this we protest. We call for a more enlarged culture for all, which shall not only be equal to their necessities, but minister to their pleasure; not only strengthen and direct the arm in its labor, but add to the enjoyment of its fruits and results. Such as would in a true sense "draw out," as is the primary sense of education, all the faculties and perceptions. Is such an one, we ask, that which is commonly called a business education or a common school education as now understood? We

should secure to ourselves and as much as possible to others, a liberal education. Because in the first place in proportion to its breadth and scope will be the sources of our pleasures. We often hear and read, and sometimes see, how the keen eye of the artist sees beauty every where, in spots where to unanointed eyes there is none. Into what ecstasies will they go over what they technically call "some bit of color," drinking in the richness of tint and delicacy of shading. Take a literary man as he sits poring over some favorite author, how a smile will flit over the face, what exquisite pleasure he will derive from beauties of style or richness of metaphor or felicity of comparison. It is by no means necessary that it be humorous or witty to make the gleam of delight shine in his eyes. An uneducated and uncultured man sits by and can not understand the pleasure with which he revels amid the rare fancies and dainty imaginings the glowing page shadows forth. Likewise the musician detects with delighted ears, delicate harmonies and shades of tone. The melting and sorrowful sweetness of tone, the inspiring and martial strain are instantly noted and felt, bringing often tears to the eyes or exultation to the heart. We could multiply instances of the pleasures enjoyed so markedly by different persons and derived from such diverse sources. In such extreme degrees we know these are not enjoyed by all, and can not be. But yet by proper culture most sources of pleasure are common to all. As none of these can be constantly near us, of course the more from which we have to draw the greater the sum total of our pleasures. If the book be humorous, the uneducated would enjoy it; but the educated, in addition, has the pleasure of which we have spoken. A man of cultivated taste and observation is rarely unable to be wholly debarred by circumstances from every source. Even in that most cheerless of situations, history shows us Raleigh in his dungeon, drawing consolation and pleasure from literature, and Pichegru in some of nature's most insignificant creations. We may compare not unjustly in the sensibility of the highly educated and uneducated man to these pleasure-giving influences, two of those plates on which the light points with its own most delicate pencil. On one of these, as they came in the infancy of the art from the hands of Daguerre, we should find only the stronger lights and shades, and most strongly marked contrasts. But on such as the skilled hand now prepares, the finest tracery reproduces itself, and no shade is so delicate but it is there, and even the moon's faint light and the trembling star leaves its record there.

Just such a gain in sensibility to the various sources of pleasure, does education give to the mind of man.

Again, all branches of knowledge bear upon each other. The plainness of this is becoming more and more seen. Still it is a thing more admitted than felt. We owe it more especially to the great Humboldt and his co-laborers, that the beautiful connexion of the physical sciences is plainly demonstrated. An underlying thought or principle branches into many shoots, and if in our inductions we would trace it to its root, we should have more than one to follow. Every thought has its correlative. We learn a fact or a principle, often seemingly unconnected with any other. But we find it a link in some chain of reasoning when we least expect. Knowledge can not be too multifarious. What you can not use, if you leave it on record, some one will eventually press into his service. The possession of much collateral knowledge gives a brilliancy and a finish to the writings of the author and the words of the speaker otherwise lacking. When such a man as Burke or Brougham discusses any theme, after the first calm, philosophic statements, when the theme progresses and the writer warms, what a flood of illustrations pour in from every side; science furnishes comparisons and analogies; history gives weighty examples and precedents; where the well-knit argument fails, a happy simile flashes conviction. The world is full of beautiful analogies, that are ever ready to do us service if we will. And it is hardly too much to assert that no subject can be thoroughly studied without an investigation of its collaterals. And for these reasons many studies should be pursued which have no direct practical bearing on our business. We can not have too large a mental stock in trade. Our only care should be that our knowledge is well analyzed, not a mere mass of facts.

We might further add, that so varying is our life, so unexpected the places we may be called to fill, that we can not educate with any certainty as to this. History is full of cases where men, if they had been educated, would have continued to fill the post into which they were borne by some ever rising wave of popularity, instead of sinking into obscurity. We should educate with reference to those high probabilities which lie open to all. In the present day this is more necessary than ever. In these days of science, no man is, unless somewhat acquainted with them, even an intelligent reader of a newspaper. The classics, the arts, are the common possessions of the world. Let no one be content with a course of study that will fit him for the dull realities of life only, and its stern necessities.

Strive rather to include all that shall conduce to your pleasure and improvement, remembering that a half developed mind, like a half developed body, is a pain to others and to itself. To all it is not given, as to Bacon, the lord chancellor of nature, to say, "I have taken all knowledge for my province." But we know that at the touch of Education, as at that of the trident of Neptune, fountains, giving pleasure and power, spring from seemingly barren spots.

P.

PERSEVERANCE.—A Story for Youth.

ABOUT ten years ago there was a little newsboy—very little boy for his age, which was fourteen years—who sold papers at the corner now occupied by the Tribune building and its adjuncts. This boy, owing to his cheerful countenance, his proverbial integrity, his industry—in brief, his good qualities generally, (and very good qualities are rarely found among the peripatetic venders of the dailies and weeklies,) manufactured friends for himself everywhere, and especially among the publishers. He did a very good business as a newsboy, but his position did not suit him, as he one day confidently informed us, and he was determined to abandon it.

"That you can easily do, said we; go into a store."

"I can neither read nor write," responded he mournfully.

"Apprentice yourself to some trade, then," was our advice.

"I think I will," he exclaimed, with a brightening eye and a flushed cheek; "I think I will," and off he bounded.

We lost sight of him a short time after this conference was held, and finally forgot that such a being existed.

About a week ago, an athletic, well-dressed young man, with a ferocious—a regular brigandish pair of whiskers, and a brace of merry twinkling optics that betokened a good heart, and the best of health, stopped us in the street, and, extending his hand, called us by name.

Not recognizing him, we had recourse to the phrase of "Really, sir, you have the advantage of me."

"Not know ——, the little newsboy!" he cried, astonished.

Truly, it *was* our little newsboy. He had taken our advice and apprenticed himself to a machinist.

"Where are you working?" we inquired.

"Oh, I don't work now," was his proud answer. "I own a saw-mill on Long Island, and am doing business for myself. I have been my

own boss a year now. I bought the concern with the savings of eight years. I have a wife and two children, and my own cottage-house for them to live and dwell in, and am as happy as the day is long. I can read and write, too," he continued, smilingly, but with an air of triumph.

That man will be *somebody* besides a boss yet. If we dare to tell his name, hundreds would at once hail with rapture the news of the good fortune of their persevering little friend who once supplied them with the *Sun* and *Herald* every morning.

Perseverance,—it is the grand lever by which the most astounding results may be accomplished. George Borrow, the author of *Lovengro*, says perseverance and a determination to conquer all difficulties, will invariably make a man of the veriest dolt.

Do you hear that boys? No matter how poor or how ignorant you may be, perseverance, enjoined with virtue, will gain you both wealth and education.—*Religious Herald*.

CRIME AND EDUCATION.—From statistics collected by us during the past year it appears that at the various assizes and sessions for this county and city, held in the year, 476 prisoners have been placed on the calendar for trial. Of these, there were but two of superior education, while no less than 204 could neither read nor write! Of those who could read and write well, there were but 20, and read well 5; whilst 121 could read imperfectly. The remaining three did not appear. Surely these facts bear witness, far more efficiently than any labored argument, to the necessity of educating—morally and religiously educating—the lower classes, as the only practical remedy for that fearful amount of crime which now stalks through the land—unchecked by the police or other stringencies—punished, but not prevented, by the rigors of the prison house.—*Worcester Herald*.

A little girl was told to spell *ferment*, and give its meaning, with a sentence in which it was used. The following was literally her answer; "F-e-r-m e-n-t, a verb, signifying to work—I love to ferment in the garden.

THE TRUE TEACHER.—For my own part, I shall think well before I trust any teacher with the training of my George or Caroline Amelia. The teacher I select shall be at least one who is worthy to be called my friend. He shall be one who is, in worth of character

if not in cash, at least my equal. To such a teacher I will give my confidence and my respect. This I will do so frankly, that, if everybody did the same, the schoolmaster would never again seek to entice ladies and gentlemen to walk up, by sounding a trumpet for himself, and playing Merry Andrew during the vacation at his school-room door.—*Charles Dickens.*

“I TAKE CARE OF MY LAMBS.”—Let teachers and parents weigh well the significance of the following extract:

“A gentleman in England was walking over his farm with a friend, exhibiting his crops, herds of cattle, and flocks of sheep, with all of which his friend was highly pleased, but with nothing so much as his splendid sheep. He had seen the same breed frequently before, but had never seen such noble specimens;—and with great earnestness he asked to know how he had succeeded in producing such flocks. His simple answer was, ‘I TAKE CARE OF MY LAMBS, SIR.’ Here was all the secret of his large, heavy-fleeced, fat-sheep; he took care of them when they were lambs.”—*Illinois Teacher.*

ACQUAINTANCE WITH NATURE.

NATURE is the home of beauty; for it is God's pavilion among the sons of men. Here, as Adam heard the voice of the Lord God walking among the trees of the garden, the man of true thought and feeling meets everywhere, and almost in open vision, the great, good Father of lights who seems to be, as he is, everywhere waiting to be gracious unto him. Here is perpetual refreshment for the eye and the heart. Many have indeed managed the sublime work of education in a way that divorced the victims of their perverted ideas from nature, and art and man and God, and left them in an intensely isolated state, at the best, of mere elegant good-for-nothingness; but a true education ends in the marriage of the soul to everything great and good and true in the universe. As poets delight to gather garlands of flowers from the fields, and hang them around the necks of the muses: as kings lavishly adorn their walls within, for their own eyes, with pictures of the beauty that is without, on which every one can gaze nor ask permission: as divine revelation comes clothed to us in a garb of many colors, taken from heaven and earth; so, of

all places in the world, the silent, meditative walks of the student should be carefully festooned with beauty; and his cloistered chamber should be fragrant with the scent of Eden. As Truth is his attending Genius in the world of thought, so should Beauty be in that of sight. What vivid illustrations can one who loves nature himself, draw to his work as a teacher; and with what perpetual relish and profit by his pupils, as did the divine Saviour, who so loved the mountains and the sea, in his instructions to his disciples! Their imagination craves such food: it belongs to them; and he who negligently or unconsciously withholds it from them, robs them of something far more precious than food or raiment.

A youth should be taught both at home and in school; and for this reason, life in the country is so much better than in the city; to observe the ever changing forms and scenes of nature, around and above him. Fine landscapes, sunrises and sunsets, the ever-varying clouds, majestic storms with their thunder-trumpets, the moon and stars by night, mountain heights, dells, and gorges and deep caves, the solemn hush of the forest, and its more solemn moan, the calm hour of twilight, the noise of water-falls, the laughing stream, the placid lake, the surging sea, the universal chorus of birds, as the gates of day open at dawn and shut at eve upon us, and all nature full, in high keys and low, of the voices of happy creatures summering away their lives in gladness: what endless food do these all furnish for the inspiration of thought and feeling!

Beauty of form or outline is to be seen and studied in nature, as also beauty of color or of light and shade; and not alone these mere external aspects, but also the inward order of mechanism, and the designs of love that they reveal, and of which the glittering or elegant exterior is but the fitting enclosure.

It is surely one of the most surprising proofs of man's inward blindness, that nature, the very book whose letters are largest, and which God holds most closely before the eyes of men, and the only one containing the lessons of His wisdom and love, which is ever opened to the mass of mankind, is still the very one, in which the great majority of the race read not a lesson, and see not even a single letter.

Let no student feel, wherever he is, that he is denied a high and true intercourse with nature. There are walks for meditation, and heights for prospect even in the crowded city, where swarms cover every open space, and where all original variations of surface are carefully evened; and the scenery of the sky is there, and of the sea or of some mighty stream hastening towards it; whose bosom is ever

heaving with the burdens of commerce, and within whose arms its sails, like doves whispering to each other, gather themselves together. And in the want of all material stimulations to poetic sensibility, there are yet books full of thought-pictures of the selectest beauty, which indeed have been nearly always drawn with the most effect by those, who amid the cares of city life have pined for the remembrances of a youth spent under more open skies, and on broader fields, and under the shadow of the everlasting hills.

Dwight's Higher Christian Education.

PERSONAL INFLUENCE.

THIS is in all men of two kinds, unconscious and designed. The greatest influence which any man exerts upon others, is that of which he is insensible: it is so all-penetrating and all-surrounding like the very atmosphere, in its action upon them, when they are in contact with him or even in his presence. It is the influence of character, of one soul directly upon another; exhaled in the breath; streaming through the eyes; and animating every motion; rising up out of the deep and secret fountains of the heart; and finding its way through the most subtle and invisible channels, into the hidden recesses of others' being. Well does the very word character, which is but the Greek *χαρακτήρ* anglicized, express the fact described. It means alike a graver and the thing engraved. Character has in it the fixedness of a stamp itself and the power of a stamp on others. Although life and death are in the power of the tongue, yet actions speak louder than words. The power of example is greater than the power of speech. No energy reveals itself, whether in repose or in action, so instantaneously as character; and not more quickly is the eye sensitive to light, than is our whole being responsive in every part, to its influence. Who does not feel at once, that in the days of Washington or Napoleon a speech, welling up with a full overflow of thought and feeling from their hearts, would have a far different effect upon their soldiers, and ought to have, than the same speech containing the same good sense and earnest appeals if made by a subordinate would exert. Every act of a great man is ennobled by the elevation of his position. What is overlooked as common in others is watched and studied, as of special interest in him. His

table-talk is reported ; his correspondence published ; his manuscripts and even his signatures are bought and sold ; his favorite haunts are visited ; and his intimate friends are looked at with admiration, as children walk about with a soldier to stare at him. And so, words of counsel and encouragement from a friend, compared with those which are just as true and wise and precious in themselves from others, are like luscious fruit plucked ripe and fresh from their native tree, compared with the same fruit when dry and stale from heat or age.

As face answereth to face, so does the heart of man to man. This is true, not only of the natural likeness of men in body and soul to each other, wherever found ; but also of the influence of man upon man, face upon face and heart upon heart, as of the sun on the earth or the moon on the sea. This is the great, unappreciated, unconscious influence exerted by every man, of which the Bible speaks in the declaration, that we are epistles known and read of all men, and in the command to let our light shine, so that others may see our good works. If now the teacher, as he moves among his scholars, can always appear to them clad, as in a vestment of light, with bright and pleasing associations : full of the sweet majesty of thought and love : bearing in his face the image of Heaven ; and himself the very exemplar to their conceptions of all that they themselves would fain be ; how will all his unuttered wishes become at once loud-voiced commands to them, and his secret feelings find deliverance in their happy pursuit of the ends which he seeks and sets also before them, for their attainment ! The heart of a child has been naturally prepared by its Maker for just this willing captivity to those who are appointed to train it : in the general simplicity of its feelings, its easy trustfulness, and the conception, so universal with children, that their teachers are of vast attainments and infallible in their decisions : a mistake better made for its influence on the young than unmade ; and while innocent in all its bearings upon the objects, towards whom it is extended, it is yet capable of being employed by an enthusiastic teacher, with the highest stimulating effect upon the young themselves. Confidence is as necessary in the mutual relations of teacher and pupil, as in the monetary world between the borrower and the lender ; or, in the household, between husband and wife, parent and child. Nothing but the direct abuse of this highest privilege of his position by the teacher can prevent him from leading them as he will.

As for designed personal influence, as well as that which is unconscious, there is wonderful scope in the teacher's work, for all possible

ingenuity and faithfulness in its exercise. "Study to show thyself approved: a workman, that needeth not to be ashamed:" this is the sentence written by the finger of God, which he must write for himself upon his own banners, as he leads on his pupils to glory, honor, and virtue. Certainly one engaged in an employment, in which he is to touch perpetually so many living springs, of character, fortune and fate, in all that he does and all that he leaves undone, can afford to study well the bearings of every movement which he originates; and to combine in the practical conduct of his plans the results of all the thought, experience, science, art, enterprise and religion, which he can possibly blend together. The only way in which to appear to be good, is actually to be so; and of all forms of goodness that is of the highest and most enduring power and beauty, which flows forth in a full stream from a cultivated and commanding intellect.

Dwight's Higher Christian Education.

EDUCATIONAL INTELLIGENCE.

WISCONSIN. The first term of the academic year 1859-60 of the State University of Madison, commenced on the 21st of September, under the chancellorship of Hon. Henry Barnard. This institution contains now five separate departments. The *Preparatory* class, with the studies of a first class Public High School or Academy; the *Normal* class, under the especial instruction of Mr. Barnard, with opportunities for observation and practice in the public schools at Madison; the *Collegiate* department; the *Scientific* department, in which are taught the applications of Science to Agriculture, Architecture, Mining, Surveying, Engineering; and, finally, the *Commercial* department, in which a thorough practical course of instruction in Penmanship, Accounting, Book-Keeping, Commercial Law, the Customs of Merchants, etc., etc., is given to students. Six hundred and thirteen copies of Webster's Dictionary have been purchased and distributed among schools, according to an act of the last Legislature. Chancellor Barnard has made arrangements for holding nearly twenty Teachers' Institutes in October and November. We wish him the abundant success his efforts deserve.

PENNSYLVANIA. At the last meeting of the State Teachers' Association the executive committee mentioned in the annual report the following evils as the most formidable obstacles which more or less impede the progress of the school system: Opposition to the law,

either as a whole or in some of its details, and consequent increase of taxation. Indifference on the part of school officers and citizens. Want of better teachers and permanent Normal Schools for their training. The disposition, in some localities, to employ very young girls and boys to teach, because they can be hired for less wages than experienced teachers will labor for. Frequent change of teachers, and short school terms. Multiplicity and diversity of text books; poor school-houses and destitution of furniture. The time spent by teachers in Associations and Institutes amounted, during the year, to 35,950 days. Taking in consideration that the State grants no assistance, offers really no encouragement to these voluntary associations, and that all the burdens, which are not light, have been borne by the teachers themselves, it will appear that they have exhibited a commendable zeal. It is true, those who need such training are not those, generally, who attend these meetings. Still it is questionable whether any other equal number of our citizens would have made greater sacrifices.

EDUCATION IN CHINA. William Dean, D. D., in his "China Mission," gives the following interesting description of a Chinese school:

"The boys commence their studies at six or seven years of age. In China there is no royal road to learning, but every boy, whatever his rank, takes the same class-book, and submits to the same training. The school-room is a low shed, or a back room in some temple, or some attic in some shop, where each boy is supplied with a table and stool, and the teacher has a more elevated seat and a larger table. In the corner of the room is a tablet or picture of Confucius, before which each pupil prostrates himself on entering the room, and then makes his obeisance to his teacher. He then brings his book to the teacher, who repeats over a sentence or more to the pupil, and he goes to his place repeating the same at the top of his voice till he can repeat it from memory, when he returns to his teacher, and laying the book on the teacher's table turns his back upon both book and teacher, and repeats his lesson. This is called backing his lesson. In this way he goes through the volume till he can back the whole book; then another, then another, till he can back a list of the classics. The boys in the school, to the number of ten to twenty, go through the same process, coming up in turn to back their lesson, and he that has a defective recitation receives a blow on the head from the master's ferule of bamboo, and returns to his seat to perfect his lesson. The school teachers are usually unsuccessful candidates for preferment and office, who, not having habits for business or a

disposition to labor, turn pedagogues. They receive from each of the pupils a given sum proportioned to the means of the parents, and varying from three to ten or twelve dollars a year from each pupil. The schools are opened at early dawn, and the boys study till nine or ten o'clock, when they go to breakfast, and after an hour return and study till four or five o'clock in the afternoon, and then retire for the day.—In winter they sometimes have a lesson in the evening.

The time is coming when by the common consent of mankind it will be esteemed more honorable to have been John Pounds, putting new and beautiful souls into the ragged children of the neighborhood, while he mended their father's shoes, than to have sat upon the British throne. The time now is, when if Queen Victoria, in one of her magnificent progresses through her realm, were to meet that more than American queen, Miss Dix, in her "circumnavigation of charity" among the insane, the former should kneel and kiss the hand of the latter, and the ruler over more than a hundred millions of people should pay homage to the angel whom God has sent to the maniac.

Horace Mann.

LOCAL AND PERSONAL.

MOST of the members of the late graduating class of the State Normal School have already secured situations for the coming season. We regret that the health of Mr. Ely, the valedictorian, is such that he will not be able to teach at present.

So far as we have learned, the several individuals are located as follows :

Misses PECK, BEERS, CLEMENTS and Mrs. HERRICK, are to teach in New Britain; Miss CAMPBELL, in Waterbury; Miss HOLCOMB, in Granby; Miss EDDY, in Greenwich; Miss ROOT, in Southport; Mr. FOSTER, in Brooklyn; Mr. HOLLEY in Stamford; Mr. BARRETT in New Haven.

We doubt not that all will prove acceptable and useful teachers,—proving an honor to their chosen profession. We certainly wish them the highest degree of success and happiness.

GEO. E. GLADWIN. It will be gratifying to the many friends of this gentleman to know that he has safely arrived in London, whither he has gone for the purpose of devoting a year to the study of his favorite art. Mr. Gladwin possesses more than ordinary taste and skill in the subject of drawing, and will, we doubt not, gain a high

rank among our best artists. The good wishes of numerous friends will attend him during his absence.

AUGUSTUS MORSE. We regret to learn that our worthy friend and co-editor, Principal of the North Grammar School, Hartford, has been suffering from a severe attack of fever. He is now convalescent and will, we trust, soon be able to resume his duties.

NEW HAVEN. We learn that the Teachers of this city have organized an Association for mutual and professional improvement. George F. Phelps is President, and N. C. Boardman, Secretary. Meetings are held monthly. We wish them much success.

BRIDGEPORT. The citizens of this beautiful city seem determined to do what they can for the elevation of their schools. The room occupied by our friend Strong, has recently been supplied with new and excellent school furniture, adding very much to the attractiveness of the room and the comfort of teachers and pupils.

NORMAL SCHOOL. The next term of the Normal School will commence on Wednesday, November 30th, and continue sixteen weeks. Those desirous of attending, should make early application to the Hon. DAVID N. CAMP, New Britain, Conn., as no candidates will be received after the first day.

ADVERTISEMENTS. We would call the attention of our readers to our advertising pages. Among them will be found the advertisements of several of the most extensive and reliable firms of our country.

HOLBROOK'S APPARATUS. The provision made by the State for furnishing Holbrook's School Apparatus to school districts for the sum of three dollars, will terminate with the present month—after which districts will be obliged to procure the Apparatus at the regular price, which is \$20.

NOTICES OF BOOKS.

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